

MOVEMENT ACTIVITIES FOR KINDERGARTEN THROUGH SECOND GRADE
TEACHERS IN AN ALASKA CLASSROOM

By

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Abstract

Physical activities in the classroom are very important for student growth and learning. Classroom teachers often teach physical activities in between core subjects in order to meet the Alaska Physical Activity in Schools Law which states that children should be getting 54 minutes of movement a day. However, many schools throughout Alaska do not have a designated PE teacher. Subsequently, this puts the responsibility of these standards on the general education teacher. However, few elementary teachers have a background in physical education, making it more challenging to know how to integrate meaningful physical activities in the classroom. The purpose of this project is to provide general education teachers, kindergarten through second grade, with multiple physical activity lessons that can be incorporated into their own classrooms throughout the day that include some of the Alaska PE Standards.

Keywords: physical activity, children's agency, classroom, play-based, music, cooperation, sports

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Focus

The purpose of this project was to create a handy flipbook of physical activities (PA) that include the Alaska State Standards for kindergarten through second grade. For the purpose of this curriculum, I am defining flipbook as a document of physical activities that can be easily accessed and implemented. This curriculum was, in part, created with children's ideas and perspectives in mind to make it more meaningful to them. The design of this curriculum allows teachers to have access to activities where they can implement them into their daily classroom with ease.

Specifically, this project was designed for teachers and children in schools throughout Alaska, who don't have physical education (PE) teachers in their buildings. When PE teachers are not present in a school, the standards for implementing PE rely on the general education teacher. This application is a resource for these teachers, who do not have a PE background; it will enable them to teach the physical activity standards.

In context, this application will be used for a new charter school in North Pole called Discovery Peak Charter School (DPCS). One of the primary emphasis areas at DPCS is physical activity. However, the school does not have a designated PE teacher. Thus, the classroom teachers will be responsible for fulfilling the physical education requirements. Again, this application will be a resource for teachers to help fill the requirements of the Alaska Physical Education Standards.

Rationale

Need

This project is important because a resource like this for K-2 teachers based on the Alaska PE standards is not yet available. This application fills that need. It provides teachers in charter schools, or remote parts of Alaska, that don't have access to a PE teacher, with a variety

of activities they can incorporate into their daily lessons in the classroom while hitting the standards necessary. Stephanie Dawley, a former UAF graduate student, completed her M.Ed. with a project of teacher lead activities for grade 4-8 students. Mrs. Dawley highlighted using the gym and outside recess playground for her activities in her curriculum. The curriculum I have compliments this earlier work. The activities presented in my project are specifically designed for grade K-2 classrooms or small spaces. My application would then possibly go alongside hers for teacher use.

According to Daniels, et al. (2014), there are currently seven districts in Alaska that do not have elementary PE classes taught by certified PE teachers. These schools are located in small rural districts “where physical education could not be offered if a certified teacher had to teach” (p. 20). Because of this, the teachings of PE lessons rely solely on the elementary classroom teachers. Since it relies so heavily on the classroom teachers, the general education classroom is a great setting to incorporate physical activities everyday. According to Donnelly and Lambourne (2011):

Schools have reduced the time allotted to physical education and providing adequate amounts of physical activity in physical education classes is challenging. The classroom is where students spend the majority of their time and this provides a viable location for interventions designed to increase physical activity. (p. 40)

In order for schools to be successful in incorporating PE into their everyday class, teachers need more resources available to them. Currently there is no flipbook or document that lays out activities that will correlate with the Alaska state physical education standards for the primary grades. The purpose of this project was to create a standards-based resource, which K-2nd grade teachers can implement with students directly in their classrooms.

Drawing from the *Sociology of Childhood* by Cosaro (2018), this project recognizes the importance of children's agency. Likewise, the purpose of this project was to develop and find physical activity lessons that included children's input and interests to ensure the lessons are meaningful to them. In other words, the activities were built around children's ideas and perspectives related to how they like to move. Pica (2010) stated that when children are leading the activities in the classroom, they learn to take responsibility of their own behavior and performance. Furthermore, Pica (2010) argued that children gain self-confidence and self-esteem skills as well as problem solving skills, when their choices are being accepted and validated (p. 12). Thus, these activities are identified, based on students' interests.

Personal Significance

I wanted to explore this topic because this is something I struggle with as a general education teacher. I do not have a physical education background and I want to learn more about how I can incorporate meaningful physical activities in the everyday classroom. In my four years of teaching first graders, I noticed that they are a very energetic bunch of 6 and 7 year olds that need a break in between subjects like reading and math. Often I would find myself doing small activities like Simon Says and simple stretches that students would copy. Still, I never really knew if these were the best activities for my students. While they seemed to work in the short term, I became interested in studying research-based best practices for physical activity that could be easily implemented in the classroom.

Also, I plan to apply to teach at Discovery Peak Charter School when it opens in fall of 2019. If hired, I would be responsible for incorporating PE and PA into my classroom so that the children are mastering the standards from the State of Alaska. The curriculum developed for this project will provide me with an easy to use resource in my classroom.

Literature Review

Introduction

There is no doubt that schools and other childcare facilities play a significant role in the development of a healthy child. “Studies have shown that parents report that they rely on child care centers to provide their children with sufficient physical activities for health benefits” (Lu & Montague, 2016, p. 411). Alaska knows the importance of PA and created a law that must be followed. In 2016, the Alaska State Legislature passed the Alaska Physical Activity in Schools Law. This law states that school districts shall establish guidelines to provide opportunities for 54 minutes of physical activity each full school day for students in grades K-8 (State of Alaska, 2018).

The state has given us the standards that must be implemented for certain grade levels. The PE teacher at each school then takes those standards and creates lessons that fit. But what happens when a school does not have a PE instructor or when the weather is too cold to go outside? Who teaches children the standards and what does it look like? In the following literature review I will discuss the educational and health importance when including PA into the regular classroom day, PA for Alaskan students, as well as the three themes this project stems from.

Educational Importance

Encouraging movement in the classroom has many academic benefits for students. Petersen, Puckett & Wittmer (2013) specified that visual, auditory, tactile, and kinesthetic observations, combined with developed motor coordination, enhance all kinds of learning (p. 406). Thus, when children are moving, they are performing better in the classroom. Donnelly and Lambourne (2011) completed a large, longitudinal study, which found that more physical activity in the elementary classroom has a great impact on increased academic performance (p.

40). Research by Meece and Daniels (2008) supports this and argues that frequent PA breaks as well as social interaction breaks improve attention and concentration during classroom activities (p. 95). To support this further, the Center for Disease Control and Prevention (2010) established that, “second-grade students exhibited greater concentration and demonstrated higher math fluency after engaging in brief movement breaks consisting of 5 minutes of vigorous exercise 1 hour after lunch” (p. 22). This research validates the educational significance of integrating more movement breaks throughout the day in an elementary classroom.

According to the Centers for Disease Control and Prevention (2013), incorporating a physical activity break in the academic classroom every 90 minutes or less can greatly benefit children’s brain function because it allows the brain to combine information for better memorization as well as retrieval of memory (p. 15). It can also improve students’ attention on their work (p. 9). Centers for Disease Control and Prevention (2010) stated that students who are physically active tend to have better grades, school attendance, cognitive performance and classroom behaviors.

A recent meta-analysis conducted by Sibley and Etnier (2003) determined a positive relationship between physical activity and cognitive performance in children ages 4-18 years old in the following eight categories: “perceptual skills, intelligence quotient, achievement, verbal tests, mathematic tests, memory, developmental level/academic, and readiness” (p. 243). Furthermore, in children with reading disabilities, a school-based program of balance and coordination training, throwing, catching, and stretching produced significant improvements in both reading and semantics (Trudeau & Shepard, 2008, p. 8).

Hillman, Erickson & Kramer (2008) concluded that there is great evidence that physical activity participation is beneficial to cognition. The evidence found highlights the importance of

“promoting physical activity across the lifespan to reverse recent obesity and disease trends, as well as to prevent or reverse cognitive and neural decline. Physical activity can serve to promote health and function in individuals.” (p. 64). This is why PA is important in the early years of children’s lives and the curriculum provided will be a valuable tool for primary teachers.

Health Importance-Early Years Matter (K-2)

Encouraging and educating adequate physical activity habits in young children is crucial for their health later in life. Research shows that children are becoming more sedentary and unfit and that these lifestyle factors can trigger earlier onset of many chronic diseases (such as type II diabetes and obesity) (Hillman, et al., 2008, p. 58). In order to steer clear of these unhealthy diseases, we need to instill healthy habits and lifestyles at a young age. “Children who are exposed to the benefits of physical activity habits will be more likely to sustain them if they realize at a young age how physical activity can reduce stress and improve their feelings of happiness” (Lu & Montague, 2016, p. 412). Furthermore, Pica (2010) found that once children feel good about their own movement capabilities, they are more likely to make PA part of their everyday lives (p. 3). My hope, with this curriculum, is that it will show children that movement can be fun and easy to implement in their everyday lives.

Lack of physical activity at a young age can lead to childhood obesity as well as adolescent and adult obesity. Petersen, Puckett & Wittmer (2013) stated, “overweight children are at higher risk of becoming overweight adults with accompanying high risk of debilitating chronic diseases and overall poor health”(p. 421). Furthermore, a large study conducted by the World Health Organization (2018) found that 340 million children and adolescents, aged 5-19, were overweight or obese in 2016. Pica (2010) stated, “children under the age of seven seem to expend about 20 to 30 percent less energy in physical activity than the level recommended by the

World Health Organization” (p. 3). Teachers in school have the opportunity to help instill good habits in the classroom because they are with children for many hours a day. Lu et al. (2016) described that childcare settings are one of the most influential factors for children’s PA, and that these physical activity habits are created and sustained if started in the early childhood years (p. 409).

Physical activity is crucial for children’s future: “if we want optimal health and lower rates of heart disease, diabetes, hypertension, depression, and cancer-diseases from which exercise can protect us- we need to make physical activity part of our daily lives” (Cohen, 2015, p. 166). As children get older they are often encouraged and show interest in a physical activity outside of school. Often children join soccer, basketball, hockey or other team sports. This allows them to get in their daily physical activity. However younger children, ages 5-10, do not always have that opportunity. Barnett et al. (2017) argues that younger children are mostly physically active through play-based behavior, rather than in organized sports or activities (p. 858). Thus, one of the major threads of PA development for this unit is play-based.

Physical Activity for All

“There are currently 56.7 million people with physical disabilities in the world. A striking 58 percent of those individuals are considered obese” (National Center on Health, Physical Activity, and Disability, 2018, p. 4). Schools are important places because they can help alleviate some of these future difficulties with obesity, by allowing time for movement in everyday classrooms. Physical Activity Guidelines for Americans (2012) stated, “school-based physical activity can provide a substantial amount of students’ daily physical activity as well as engage them in opportunities to enhance their motor skill development, fitness, and decision-making, cooperation, and conflict resolution skills” (p. 9). These skills are important for all students.

However, teachers must keep in mind developmentally appropriate activities, whether it is modifications for grade level or for disabilities. Thus, at the beginning of my curriculum, I have a note to teachers on how to best engage students with disabilities.

Three Themes

If we want children to have fitness instilled into their lives, teachers should be including movement into their everyday classrooms, beyond the playground and physical education room (Pica, 2010, p. 7). There are many different ways teachers can include physical activities in their classroom to increase student learning. Petersen, Puckett & Wittmer (2013) stated that “schools need to be sensitive to the physiological needs for nourishment, physical exercise, rest, free play, and regular interactions with friends” (p. 453).

The three themes that are highlighted in this project include play-based education activities, interacting in pairs or group activities to promote cooperation, and the incorporation of music within physical activities.

Play-Based Education

Connell & McCarthy (2014) say that “learning begins with the body and is always linked to movement” (p. 9). “As children grow, they use their sense of smell, touch, sight, hearing, and taste to explore and experience the world” (Feldman, 2010, p. 128). When children start school, they are expected to sit in a chair and memorize and retain information for hours on end (Pica, 2010, p.17). Children need to be up and moving because as Connell and McCarthy (2014) specified, “experience is the best teacher. As long as young children are physically engaged in play, they’re learning” (p. 226). Children benefit from play; “play is essential for the cognitive, physical, social, and emotional well being of children and youth” (Feldman, 2010, p. 239).

Pica (2010) articulated “a combination of play along with planned movement experiences, specifically designed to help children develop fundamental motor skills, is beneficial in assisting young children in their development” (p. 318). Additionally, “movement is a prominent feature in childhood nature experiences; whether consciously or subconsciously, movement enables children to shape and acquire a sensorium of understanding, which informs their perception” (Green, 2018, p. 18). Children, who are four to five years old, should be able to catch a ball, gallop, hold a pencil, and more. Within the next couple of years children should be able to hop on one foot, play ball games, throw a ball, etc. (Meece & Daniels, 2008, p. 92-93). Primary teachers should consider adding play-based learning into the school day to help students practice these gross motor skills.

Lastly, play is important because it helps children develop skills of abstract thinking, problem solving, perspective taking, as well as persistence, and has important benefits for children’s language, social, emotional, and physical development (Meece & Daniels, 2008, p. 162). Petersen et al. (2013) support this further by finding that “motor skills advance with increasing age and are enhanced by opportunities to use emerging abilities in active, unstructured play and child-initiated games” (p. 407).

This project stems from the idea of *constructive play*. According to Feldman (2010), “constructive play involves children manipulating objects to produce or build something” (p. 239). Furthermore, Feldman (2010) says that this type of play allows for children to practice fine muscle movements, practice problem solving and cooperation with others (p. 239). Since play is so important to grades kindergarten through second grade, I have created a section within my curriculum that allows for students to use their hands, minds and bodies, to engage in this type of constructive play.

Physical Activity & Cooperation

PA that include social and emotional skills, such as group cooperation or teamwork, is very important in young children because it can have an important influence on their self-esteem and self-worth (Meece & Daniels, 2008, p. 94). Pica (2014) states that there are many physical activities that pit students against each other in a win or lose situation and that there need to be more activities where children can each contribute and share the success of the challenge at hand (p. 12). Munro, O'Brien, & Payton (2016) support this as well and add that cooperative learning is more effective in children than either competitive or individualistic learning.

Teachers play an important role when setting students up for success in cooperative learning tasks. Munro, O'Brien, & Payton (2006), stated that “teachers should also structure the task so that each student's contribution is important to the whole, and so that each has the chance to promote the others' success by helping, encouraging, and praising one another's efforts.” In school, children may be asked to get into pairs, small groups, or larger groups for an activity. When children learn to work together through cooperative play, they learn to listen to the ideas of others and how to help one another in a respectful and mindful way (Petersen et al., 2013, p. 355). Thus, this builds their self-esteem (Pica, 2014, p.12). Myers (2010) stated that people, who have high self-esteem have better rest at night, are more determined at difficult tasks, less shy, anxious and lonely, and are just happier (p. 585). This is significant in any classroom setting.

Furthermore, leader of the *Active Healthy Kids Australia Physical Activity Report Card Initiative* Dr. Natasha Schranz states “regular physical activity has been found to help children be more confident, have better concentration, and to be better able to cope with stress and regulate their emotions” (as cited in White, 2017). These are all skills that are necessary for students later in life.

Lastly, another important feature that arises when students cooperate with each other is that they establish their own unique peer cultures. According to Corsaro (2018), “children creatively appropriate information from the adult world to produce their own, unique peer cultures” (p. 43). Thus, children are taking information from their environment and modifying it and applying it into their interactions with peers. Therefore, children come to school with background knowledge of what friends are and how they interact with others. When children take part in cooperative activities, they learn about friendship, how to be a friend, and how to keep them (Petersen et al., 2013, p. 445). They learn so much from one another. James (2000) compliments this and found that “through their more mundane, everyday actions and social interactions with each other that children develop both a consciousness of the self as an individual and as an individual child” (p.27). Corsaro (2018) argues, “by participating in organized and informal games, verbal play routines, and collaborative storytelling, preadolescents explore developing norms and expectations about themselves and their place in peer and adult culture without the risk of direct confrontation and embarrassment” (p. 235). Because peer culture is so important to children, specifically young children, the cooperative activities in my curriculum have children working together to accomplish a set task, instead of competing against one another.

Music Integration

There are endless amounts of research on music and movement and how it is beneficial to children and their development. Music and movement are naturally linked due to the importance of cognitive development in children (Shin, 2017, p.14). Furthermore, taking these two ideas, music and movement, and introducing them into a general education classroom can be extremely beneficial to students not only with their learning but also for their health.

“Teachers who work with young children educate the whole child, which includes not only the thinking and feeling aspects of the child, but also the moving child” (Pica, 2009. as cited in Taylor, et al., 2012, p. 35). When children are moving, they are actively learning, by using their senses (Cooper, 2016). For example, Cooper (2016) states children “learn fundamentals of mathematics when counting beats in a song. Additionally, through dance, children recognize patterns, which are an essential building block for algebraic thinking” (p. 3).

“Learning by doing creates more neural networks in the brain and throughout the body, making the entire body a tool for learning” (Pica, 2011). Therefore, children learn best by doing and participating in the activity they are learning. Petersen et al. (2013) says activities such as rhythm and dance and outdoor play, foster kinesthetic awareness (p. 405). Allowing children to move in their classrooms everyday is essential for their learning. “Young children need experiences that allow them to explore and discover, to identify and solve problems, and to use and apply their burgeoning thinking skills (Pica, 2010, p. 81). Music interwoven in physical activities allows them to do just this. Campbell (2010) supports this concept; she stated that music and movement are interwoven into one (p. 257). This is another reason why the curriculum provided is beneficial for not only teachers, but students as well.

In Alaska

This project is also important because childhood obesity rates in Alaska are very high. According to the Alaska Obesity Facts: PE Policies & Practices (2014), one out of every three children is obese (p. 1). Additionally, “79% of Alaska high school students are getting less than the recommended 60 minutes of physical activity every day; this means that only 21% are meeting this recommendation” (Alaska Obesity Facts Report, 2017, p. 23). This is very concerning because Alaska children are at risk for very serious diseases later in life.

Because PA is so important,

The Alaska State Legislature passed the Alaska Physical Activity in Schools Law in April 2016, which states school districts shall establish guidelines to provide opportunities for 54 minutes of physical activity each full school day for students in grades K-8 (State of Alaska, 2018).

Now, in Alaska, many children spend 30 minutes outside during a recess period. This block of time allows children to ‘free play’ and enjoy physical activities that they choose. Many children also are getting structured physical education time throughout the week. This includes children going to PE classes. In the FNSBSD, children should have the opportunity for 30 minutes of PE twice a week. This is not enough to fill that 60 minutes of active time a child should have per day. Thus, teachers have to incorporate ways to get their students moving in the general education classroom. When teachers successfully implement physical activities into their day, it looks different than physical education lessons.

The Cold Season.

Alaska is a great place for children to get outside and enjoy the fresh air. However, in the winter, the weather is not always cooperative and often children are cooped up inside and not able to enjoy the outdoors. Tucker & Gilliland (2007) found, in their systematic review, that it is crucial to have opportunities of indoor physical activity during the cold months of the year (p. 910). This is why my curriculum is so important to Alaskan teachers. With this curriculum, they can still get students up and moving with fun and engaging activities right in their classrooms.

The Alaska Standards.

According to the State of Alaska, there are six objectives that K-2 students must master by the end of their second grade year. The flipbook I created includes the following standards:

1. Demonstrate competency in motor and movement skills needed to perform a variety of physical activities. (Such as walk, run, gallop, jump, etc.)
2. Apply movement concepts to the learning and performance of physical activities. (Such as overhand versus underhand throwing patterns.)
3. Participate regularly in physical activity. (Participating in PA outside of the PE classroom, thus the general education classroom.)
4. Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness. (For example, demonstrating warm ups and understanding why its important.)
5. Exhibit personal and social behavior that respects self and others in physical activity settings. (Encourage others, creating rules and procedures and safe practices.)
6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Celebrate successes and achievements and try new things willingly.)

Statement of Justification

Like I stated before, I am currently working with other teachers and community members to get DPCS up and running in North Pole, fall of 2019. The idea for this project started when I found out we would not have our own physical education teacher. I have no personal background in physical education so I began to wonder how I could best fulfill the movement requirements throughout the school day. Even though there is no PE teacher at this school, as the classroom teacher, I would be the one who is required to teach the Alaska Physical Education Standards to my students.

Lastly, I must note is that I have only ever taught at the primary level. This project consists of activities that can be included in a K-2 setting. It would not be relevant to intermediate grade levels. However, when designing the project I kept note of how teachers

could possibly modify the activity for a higher-grade level and incorporated those modifications in the lessons.

Methods: Project Design & Description

Design & Organization

The final product for my curriculum project is a physical activities flipbook for kindergarten through second grade classroom teachers and students called “Get Up & Move!” It opens with a small welcome and the Alaska State Standards that are present throughout. Likewise, many of the activities presented in the flipbook originated from interests of students and how they like to move.

This curriculum honors children’s agency by highlighting their ideas and perspectives (James, 2009, p. 41). Many of the lessons were built upon children’s interests. Thus, a “Children’s Source” section was included to acknowledge how my student’s ideas contributed to the curriculum design.

The final product of this curriculum project is presented in the form of a small activity book, which can also be accessed electronically. The activities are short and have a simple design for teachers to quickly read and implement in their classroom. Activities are organized within the four sections: free play, cooperation, music and sports. A fifth section has been added with supporting documents teachers can use if they desire. Each section has five to six physical activities that can be done within the classroom. Each activity includes the title, equipment and set up needed, instructions, tips/variations as well as the Alaska state standards targeted.

Section 1: Physical Activities that include Free Play

This first section encompasses physical activities that allow children to engage in a play-based learning environment. These activities include Lego car races, where children will have a

short time to build their car and then have time to race it. They will then have to determine what made it go fast, or slow, and how they can adapt it. Other activities in this section include ways to move with books.

Section 2: Physical Activities Combined with Cooperation

This second section provides physical activities that allow children to work cooperatively in pairs or groups, thus entitled cooperative learning. For example, one activity in this section is called Hip Waddle. This activity allows for numerous variations and is great for building teamwork. Another activity in this section that builds teamwork is called I Got Your Back. In this activity, children need to use each other, sitting back to back to start, to lean on and try to stand up without their hands touching the ground. This activity also allows for students to verbally cheer their partner on and persevere through the challenge.

Section 3: Physical Activities that Incorporate Music

The next section provides physical activities that incorporate music, which allow children to connect their body and mind as well as allows them to express themselves freely. In this section there are multiple activities that incorporate music in different ways. For example, my personal favorite is called ‘Making A Pizza.’ This one is where you are creating the music using rhythm sticks and singing along. Lots of children love to sing and this is an activity that has both singing and moving. Others in this section have music where you must listen closely and when the music stops, then you do what comes next.

Section 4: Physical Activities that Incorporate Sports

The last section includes sports activities. These activities are included because they are popular within the elementary schools and derive from children’s specific interests. Activities in this section include hockey stretches, which were shared with me from a young man who loves

hockey. Furthermore, within this activity we talk about how warming up and cooling our muscles is important. Another activity within this section is basketball charades. In this activity students are pretending to play basketball and mimic a variety of different basketball movements.

Section 5: Supporting Documents

This last section was added in toward the end of designing the curriculum because there are a few documents that could be beneficial to teachers. The first document provides the teacher with movement cards, used in the activity four corners. The second document is a poster entitled 21 Basic Dance Moves. This poster is for the dance party activity and could be handy to have hanging in a classroom to give students ideas on how to move. The next document is for the yoga poses activity. This document provides the teacher with different yoga poses they can start teaching their class. This is definitely a great resource for those who don't have yoga experience. The last document is a student evaluation and rating paper. This is an evaluation tool that teachers can use after an activity, to gain feedback from their students on how they did with the activity, and how well they liked it.

Curriculum



Get Up & Move! Physical Activities for a K-2 Classroom

by

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Masters Curriculum
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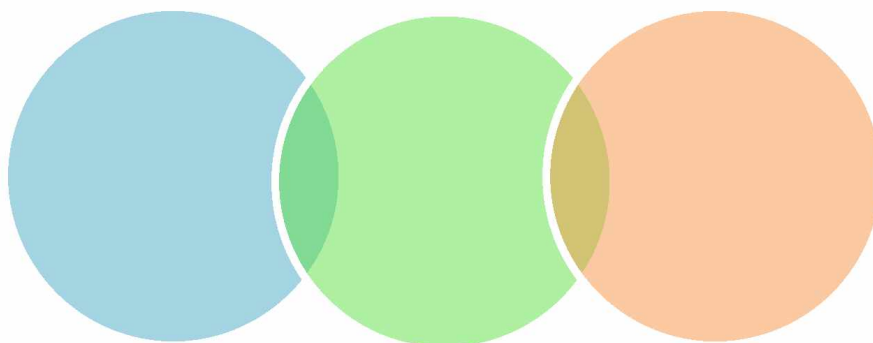
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Welcome

This product was created for Alaska's K-2 teachers who would like to incorporate more fun and movement into their everyday classrooms. Inside you will find physical activities that can be done within 10 minutes with little to no prep.

This book entitled, “Get Up & Move” is presented with activities within four themes. The first theme is called **Play-Based Learning**. This section provides physical activities that allow children to engage in a play-based learning environment. The next theme is entitled **Cooperative Learning**. This theme provides physical activities that allow children to work cooperatively in pairs or groups. The third theme, **Music Integration**, provides physical activities that incorporate music, which allow children to freely express themselves in a different way. The last theme, **Sports Integration**, includes activities that have been chosen based off of sports children like to engage in. Each theme has 5 to 6 activities.

Each activity supplies the teacher with detailed information and instructions. On the first page, the cards will provide the reader with the title of the activity, grade, time, core objective, equipment/setup needed, and instructions. Also, if the activity is derived from a child's interest, it will state that as well. The second page has tips/variations, and indicates, which Alaska State Standards are being met.

For online access to this flipbook, please click [here](#).

Alaska State Standards

Standard A- Demonstrates competency in motor and movement skills needed to perform a variety of physical activities.

Standard B- Apply movement concepts to the learning and performance of physical activities.

Standard C- Participates regularly in physical activity.

Standard D- Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.

Standard E- Exhibit personal and social behavior that respects self and others in physical activity settings.

Standard F- Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

To see the extended standards, please click here: <https://bit.ly/2rvNP1W>
(State of Alaska, 2018)



A Note for Teachers

For many of the activities, you may need to modify them depending on your classroom and the children you have. If simple modifications can be made, they will be listed under the tips and variations section in each activity.

One example on how to modify an activity: In the activity Hot Potato Extreme, if you need to modify for students who can't run to the back of the next line, you can split your class up into groups of four and sit on the floor to play the activity.

Play Based Activities

HOT POTATO EXTREME	6
RACE TO 3	7
LEGO CAR RACES	8
LET'S MOVE!	9
WIGGLE	10
UNO	11



Hot Potato Extreme

Equipment/Set Up

- ◇ Space
- ◇ 1 Hot Potato (could use a stuffy, ball, other soft item)

Instructions

1. Divide your class into 4 groups and have them stand in lines.
2. Pretend to make a square on the floor and put one line (group) on each corner.
3. Give one student the 'hot potato' and explain to students what to do next...
4. Tell students, "when I say go, you are going to pass the potato to the first person in any group. When you do, you will go back behind the line where you threw the hot potato and keep playing until I say 'Hot Potato.'"
5. If you are holding the item when I say those words, you are out and have to do 3 _____ (exercise) before you can join your group again.

Tips/Variations

For different grade levels you can make the exercise easier or harder. You can also change the reps of each exercise depending on grade level. Some exercise ideas include: jumping jacks, push ups, crunches, squats, hop, etc.

Source

I created this game based off student interest in the game hot potato and gave it a spin.

Alaska State Standard(s) Met

Standard B: #3 Opportunity to use underhand throw patterns.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Race to 3

Equipment/Set Up

- ◇ Old Coffee Cans -1 per group of 2 students
- ◇ Plastic balls- 1 per group of 2 students

Instructions

1. Have students get into pairs of 2.
2. Students will sit next to the can and use the ground to try and bounce it in the can three times. This is the object of the game.
3. If you complete it before your partner, you must shake hands and say "good game."
4. The winner will stay sitting and raise their hand, indicating they need a new partner.
5. The partner who lost will stand and find a new partner who is sitting and play again.

Tips/Variations

Depending on grade level, you can adjust the amount of bounces per student in each can. You can try and make it more difficult by doing bigger numbers or requiring students to make them in a row without messing up.

Source

(Cahill, 2016) <https://bit.ly/2SDcopf>

Alaska State Standard(s) Met

Standard A: #15 Throw or roll with force or accuracy.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard E: #1 Encourage others by using verbal and non-verbal communications.

Standard E: #3 Participate cooperatively.

Standard E: #5 Demonstrate respect for self and others.

Lego Car Races

Equipment/Set Up

- ◇ Legos (big block kind)
- ◇ Car parts with wheels- 1 per group of 3 or 4 students

Instructions

1. Have children work in groups of 3 or 4.
2. Give them 5 minutes to build their car.
3. Have them set up races in the classroom.
4. The winner will be whoever's car goes the farthest when given a single push.

Tips/Variations

You can change this many ways. You could have students use a specific number of blocks, or they could use only one of each shape, etc.

Kid Source

A student in my classroom who loves anything Legos shared this activity with me.

Alaska State Standard(s) Met

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard E: #1 Encourage others using verbal or nonverbal communication.

Standard E: #3 Participate cooperatively.

Standard E: #5 Demonstrate respect for self and others.

Standard F: #1 Celebrate personal and group successes.

Standard F: #2 Exhibit verbal and nonverbal indicators of enjoyment.

Standard F: #4 Identify feelings resulting from the challenges, successes, and failures.

Let's Move!

Equipment/Set Up

- ◇ The book Move! By Steve Jenkins & Robin Page
- ◇ Click [here](#) for the YouTube link
- ◇ Click [here](#) to buy on Amazon

Instructions

1. Before you read, ask students to demonstrate different ways animals move.
2. Tell students you will read a book about how certain animals move.
3. As you read aloud the book, have the students mimic the movements around the classroom.
4. At the end, reflect on what moves students demonstrated first, and then saw in the book.

Tips/Variations

For this activity you can make it more challenging by doing different books. There are so many out there you can use. Here are just three more examples:

- ◇ Dancing Feet by Lindsey Craig
- ◇ Animal Boogie by Debbie Harter
- ◇ Beetle Bog by Denise Fleming

Source

(Jenkins & Page, 2006) This activity is from a child who loves to read and move.

Alaska State Standard(s) Met

Standard A: #1 Perform Locomotor movements like hop, skip, leap, etc.

Standard A: #2 Perform non-Locomotor skills such as balancing, bending, stretching, etc.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Wiggle

Equipment/Set Up

- ◇ The book *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams

Instructions

1. As you read aloud the book, walk around with students and do the motions.
2. After each new motion, complete all of them together.

Tips/Variations

An extension of this activity can be an art project that is usually done around Halloween. You can find the extension [here](#).

Source

(Williams, 2002) This activity originated from a student who loves to move and read spooky books.

Alaska State Standard(s) Met

Standard A: #2 Perform non-Locomotor skills such as balancing, bending and stretching.

Standard A: #18 Move with effort, time, force, and flow.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Uno

Equipment/Set Up

- ◇ Uno Cards (draw 4 cards taken out)

Instructions

1. Sit in a circle
2. Explain the rules for each color: Red-Hop, Yellow-Stomp, Green- Twirl, and Blue-Touch Elbows to Opposite Knee.
3. Each student will pick a card from the deck and determine what to do, by looking at the card. The color tells what movement to do and the number tells how many to do. The whole class does the movement together.
4. If a **SKIP** is drawn, everyone skips that turn and the next student picks a new card.
5. If a **REVERSE** card is picked, the order of students picking is changed and goes the opposite way in the circle.
6. If a **DRAW 2** card is picked, that student must pick two cards and do the movement while everyone cheers them on.
7. If a **WILD** card is turned over, that student can pick whatever movement they want and the number they want.

Tips/Variations

For this activity, you can change up the color movements however you want to make them easier or harder for your classroom. For example, if you want to make it harder you can definitely add the DRAW 4 cards back into the deck and have them be a part of the game.

Source

(LeDrew, 2016) This source was found and modified by the following website. Click or type link to access. <https://bit.ly/2L759DM>

Alaska State Standard(s) Met

Standard A: #1 Perform loco motor movements such as hop, skip and run.

Standard A: #2 Perform non-Locomotor skills such as balancing and bending.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard D: #3 Explain ways the body responds to PA (example: sweating)

Standard E: #1 Encourage others by using verbal and non verbal communication

Standard E: #3 Participate cooperatively.

Standard E: #5 Demonstrate respect for self and others.

Standard F: #1 Celebrate personal and group success.

Standard F: #2 Exhibit verbal and non-verbal indicators of joy.

Cooperative Activities

MILK JUG CATCH	13
ROCK, PAPER, SCISSORS SNAKE	14
I GOT YOUR BACK	15
HIP WADDLE	16
MIRROR, MIRROR	17



Milk Jug Catch

Equipment/Set Up

- ◇ Milk Jugs cut in half- 1 per student
- ◇ Plastic balls- 1 per group of 3 students

Instructions

1. Have students get into pairs or groups of 3.
2. Give each group a ball.
3. Tell students to find a small space in the classroom.
4. Next have students take turns and toss the ball, underhand, to each other and catch it with their jug.

Tips/Variations

To make this game harder or easier, you can choose different items to toss. Cotton balls, pom pom balls, etc. can be used. You can also make this difficult by asking students to catch a certain number in a row.

Source

(Burnett, 2017) This source was found and modified by the following website. Click or type link to access. <https://bit.ly/2QLejuG>

Alaska State Standard(s) Met

Standard A: #16 Catch a variety of objects.

Standard A: #18 Move with effort, time, flow, and force.

Standard B: #3 Opportunity to use underhand throw.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard E: #3 Participate cooperatively.

Standard E: #5 Demonstrate respect for self and others.

Standard F: #1 Celebrate person and group success.

Standard F: #2 Exhibit verbal and non-verbal indicators of joy.

Rock, Paper, Scissors Snake

Equipment/Set Up

- ◇ 20 Hula-hoops, or spots
- ◇ Place the hula-hoops, or spots, in a snake around the classroom floor
- ◇ Split the class into two teams and place one team on each end of the snake.

Instructions

1. When you say go, have one student from each end hop into hoops, or on the spots, until they meet.
2. When the two students meet, they will play rock paper scissors.
3. The winner will continue on the snake to try and get to the other side. The loser will go back at the end of his or her team line.
4. The object of the game is to try and get one student all the way over to the other side. However, when everyone gets to go and seems tired, you can call it a tie.

Tips/Variations

For first or second grade students you could ask the students to do a math problem or say a sight word and whoever is the first to say the answer wins.

Source

World Rock Paper Scissors Association

(Lee, 2018) This source was found and modified by the following website. Click or type link to access. <https://bit.ly/2UwWGxG>

Alaska State Standard(s) Met

Standard A: #1 Perform loco motor moves such as hopping or jumping.

Standard A: #5 Jump and land in different ways.

Standard A: #19 Move in a variety of ways.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard E: #3 Participate cooperatively.

Standard E: #4 Identify reasons for rules and procedures.

Standard E: #5 Demonstrate respect for self and others.

Standard F: #1 Celebrate personal and group successes.

Standard F: #2 Exhibit verbal and non-verbal indicators of joy.

I Got Your Back

Equipment/Set Up

◇ None

Instructions

1. Have each student find a partner.
2. Tell them to sit back to back and link arms.
3. Tell them the challenge is to stand without putting your arms on the ground or on their knees.

Tips/Variations

If students successfully stand with another partner, have them get with another group and try three or four students.

Source

(Priestley, 2014)

Venture Team Building. This source was found and modified by the following website. Click or type link to access. <https://bit.ly/2ElrkFD>

Alaska State Standard(s) Met

Standard A: #2 Perform non-loco motor movements such as balancing.

Standard A: #6 Demonstrate balance on the ground.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard E: #1 Encourage others by using verbal and non-verbal communication.

Standard E: #3 Participate cooperatively.

Standard E: #5 Demonstrate respect for self and others.

Standard F: #1 Celebrate personal and group success.

Standard F: #2 Exhibit verbal and non-verbal indicators of joy.

Hip Waddle

Equipment/Set Up

- ◇ Ball- one per group of 2
- ◇ Partner

Instructions

1. Have students get into groups of two.
2. Place the ball, balloon, or other item between the two students, on their hips.
3. Try and have them walk as far around the room as they can without dropping the item.

Tips/Variations

For this activity you can have students walk a specific distance. For example from one side of the room to another, or walk table-to-table. You can also change up the piece that they should balance so instead of a ball you could use a classroom item such as a glue bottle, or glue stick.

Source

(Bordessa, 2018) This source was found and modified by the following website. Click or type link to access. <https://bit.ly/2EnG5aX>

Alaska State Standard(s) Met

Standard A: #2 Perform non-loco motor movements.

Standard A: #18 Move with effort, time, force, and flow.

Standard A: #19 Move in a variety of pathways.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard E: #1 Encourage others by using verbal and non-verbal communication.

Standard E: #3 Participate cooperatively.

Standard E: #5 Demonstrate respect for self and others.

Standard F: #1 Celebrate personal and group success.

Standard F: #2 Exhibit verbal and non-verbal indicators of joy.

Standard F: #4 Identify feelings resulting from challenges and successes.

Standard F: #6 Continue to participate when not successful on the first try.

Standard F: #7 Try new moves and skills willingly.

Mirror, Mirror

Equipment/Set Up

◇ Partner

Instructions

1. Have students get into pairs of 2.
2. One student will go first and do a move that the partner must then copy.
3. Then students will switch and the other student will do a different move that his or her partner must copy.

Tips/Variations

The class can do this with partners, however you can also choose one student to stand in front of the whole class and do a move that the class must follow, thus, mirror-mirror whole classroom style.

Source

(Drobnjak, 2013) This source was found and modified by the following website. Click or type link to access. <https://bit.ly/2RMTqwD>

Alaska State Standard(s) Met

Standard A: #2 Perform non-loco motor skills such as balancing and bending.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard E: #1 Encourage others by using verbal and non-verbal communication.

Standard E: #3 Participate cooperatively.

Standard E: #5 Demonstrate respect for self and others.

Standard F: #1 Celebrate personal and group success.

Standard F: #2 Exhibit verbal and non-verbal indicators of joy.

Standard F: #6 Continue to participate when not successful on the first try.

Music Activities

RIDING IN MY CAR	19
MY BODY MAKES MOTION	20
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MAKING A PIZZA	23
YOGA POSES	25



Riding In My Car

Equipment/Set Up

- ◇ Riding In My Car song by Woody Guthrie (iTunes, YouTube or CD)

Instructions

1. Have each student place his or her hands on an imaginary steering wheel.
2. Start the music and have the kids move around the classroom as if they are driving a car.
3. Show them how to turn using their “blinker” (thumb) by pointing it in the direction their going.

Tips/Variations

For second grade-anytime the music says car, students need to hop over a pothole in the road.

Source

Song- (Guthrie)

Activity- A first grade teacher of 25+ years, Ruth Segler, originated this idea and used it for many years in her primary classroom. This past year she shared this activity with me.

Alaska State Standard(s) Met

Standard A: #1 Perform loco motor moves such as hopping or jumping.

Standard A: #18 Move with effort, time, force, and flow.

Standard A: #19 Move in a variety of pathways.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

My Body Makes Motion

Equipment/Set Up

- ◇ My Body Makes Motion Song
- ◇ Open space, may need to push aside tables

Instructions

1. Play the song and the first time show the students the moves that go to each part. (See table 1)
2. Play the song a second time and dance with the students.

Tips/Variations

Source

This source was pulled from the following website. Brian Haner created the song and movements. Click or type link to access.

Song & Poster- (Magination, 2009) <https://bit.ly/2C1aIGm>

Alaska State Standard(s) Met

Standard A: #1 Perform loco motor moves such as hopping or jumping.

Standard A: #18 Move with effort, time, force, and flow.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Four Corners

Equipment/Set Up

- ◇ Movement cards
- ◇ Music, your choice
- ◇ Space, push tables and chairs if needed.

Instructions

1. Before doing this activity, discuss with your students on ways they like to move. As they come up with ideas, fill out the movement cards (in the supporting documents page) and cut them out when completed. Three movements have been given as an example.
2. Now you're ready to play the game. Explain to your students that there are four corners (and where they are in the room).
3. Each chair will have a stack of the movement cards.
4. When you start the music, the children will dance or move however they want to.
5. When the music stops, the children will need to pick a corner to go to quickly.
6. When they reach their corner, they will look at the activity card on the chair and do that activity with the other students there.
7. After you see most have completed their card, start the music again and repeat.
8. Towards the end of the activity, sit together and have students share which movement was their favorite.

Tips/Variations

For this activity, you can definitely make the movements (on the chairs) harder or easier depending on the grade level.

Source

I thought of this game, after playing real four square (with a ball) with my students. I wanted to add music and different moves and this is what I came up with.

Alaska State Standard(s) Met

Standard A: #1 Perform loco motor moves such as hopping or jumping.

Standard A: #2 Perform non-Locomotor skills such as balancing and bending.

Standard A: #5 Jump and land in various combinations.

Standard A: #18 Move with effort, time, force, and flow.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard E: #1 Encourage others by using verbal and non-verbal communication.

Standard F: #1 Celebrate personal and group success.

Standard F: #2 Exhibit verbal and non-verbal indicators of joy.

Standard F: #3 Name physical activities that are enjoyable.

Dance Party

Equipment/Set Up

- ◇ 21 Basic Moves Poster (download free [here](#))
- ◇ Music, your choice.

Instructions

1. Have students pick their own move they want to practice.
2. Turn on the music and let them dance.
3. After 2 minutes or so, stop the music and have them pick a new move to practice.

Tips/Variations

Source

This activity stems from a child that loves to free dance with lots of different moves.

(Mother Goose Time Inc., 2017)

21 Basic Moves poster is from <https://bit.ly/2L8E0QK> Click or type link to access.

Alaska State Standard(s) Met

Standard A: #1 Perform loco motor moves such as hopping or jumping.

Standard A: #2 Perform non-Locomotor skills such as balancing and bending.

Standard A: #9 Perform a body roll. (Shoulder roll, log roll, egg roll)

Standard A: #18 Move with effort, time, force, and flow.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard F: #2 Exhibit verbal and non-verbal indicators of joy.

Standard F: #4 Identify feelings resulting from challenges and successes.

Making A Pizza

Equipment/Set Up

- ◇ Rhythm Sticks (2 per student)
- ◇ Skip to My Lou Instrumental Song
- ◇ Pre-Watch the video under the Source tab (this will give you a sense of what we are doing)

Instructions

1. Sit in a circle with your students.
2. Explain that you are going to make a pizza with your rhythm sticks along to the music.
3. Play the music and sing the lyrics (see below).

Tips/Variations

There are many other rhythm stick songs that can be for the primary grades.

Source

(Sandi, 2016) This source was found and modified by the following website. Click or type link to access. <https://bit.ly/2RNThIp>

Alaska State Standard(s) Met

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard F: #5 Attempt new activities.

Standard F: #7 Try new moves and skills willingly.

Lyrics

To start the song, take the sticks and tap to the beat.

"Tap, tap, tap your sticks
Tap, tap, tap your sticks
Tap, tap, tap your sticks
Tap your sticks my darlin"

Put the sticks on the floor and 'roll' the dough.

"Roll, roll, roll the dough
Roll, roll, roll the dough
Roll, roll, roll the dough
Roll the dough my darlin"

Put the sticks together in one hand to 'stir' the sauce.

"Stir, stir, stir the sauce
Stir, stir, stir the sauce
Stir, stir, stir the sauce
Stir the sauce my darlin"

Now stir the sauce the opposite way and much faster.

"Stir, stir, stir the sauce
Stir, stir, stir the sauce
Stir, stir, stir the sauce
Stir the sauce my darlin"

Grab one stick and place the other on the ground to 'spread' the sauce.

"la, la, la, la, la, la, la
la, la, la, la, la, la, la
la, la, la, la, la, la, la
la, la, la, la, la, la, la"

Take one stick in each hand and pretend to 'grate' the cheese.

"Grate, grate, grate the cheese
Grate, grate, grate the cheese
Grate, grate, grate the cheese
Grate the cheese my darlin"

Put the stick on the ground to 'chop' the pepperoni.

"Chop, chop, chop the meat
Chop, chop, chop the meat
Chop, chop, chop the meat
Chop the meat my darlin"

Put the pizza in the 'oven' and while its baking repeat chorus.

"Tap, tap, tap your sticks
Tap, tap, tap your sticks
Tap, tap, tap your sticks
Tap your sticks my darlin"

"Pizzas done lets shout Hooray!
Pizzas done lets shout Hooray!
Pizzas done lets shout Hooray!
Pizzas done my darlin!"

To end the song you can have students tap their sticks together really fast.

Yoga Poses

Equipment/Set Up

- ◇ Yoga Posters
- ◇ Calming Music

Instructions

1. Introduce a couple yoga poses per day until you have done all of them.
2. Have students find a quiet spot in the classroom and have each student pick one pose.
3. The class can do that pose as a whole for 30 seconds (you can also include math and count as a group).
4. Then have another student pick a pose and repeat.

Tips/Variations

Source

(Burnett, Yoga Ideas For Kids:Free Printable Resources, 2018) These Yoga Posters are a free resource to the public. You can find them here <https://bit.ly/2C0tLLj>

This activity stems from a child in my classroom who loves cheerleading and doing different poses in her routines.

Alaska State Standard(s) Met

Standard A: #2 Perform non-Locomotor skills such as balancing and bending.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard F: #5 Attempt new activities.

Sports Activities

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BASKETBALL CHARADES	28
JUMP ROPE	29



Foot Golf

Equipment/Set Up

- ◇ Small plush soccer balls- one per student
- ◇ Golf spots (One per student These can be a simple piece of paper or ‘spots.’)
- ◇ Music

Instructions

1. Lay the golf spots around the room.
2. Have students dribble a ball, with their feet, to the music.
3. When the music stops, have them find the closest dot and dribble to it.
4. When they reach the dot, they will need to stop their ball right on top of it.

Tips/Variations

If you want to make it more challenging you can have the students kick their ball to the closest dot, to see if it will stop right on it. This will allow them to pay attention to the speed and force of their kick. This is very important when inside the classroom.

Source

This idea originated from a student who loves to play soccer.

(Taherzadeh, 2014) <https://bit.ly/2C0t30z>

Alaska State Standard(s) Met

Standard A: #3 Dribble with hands and feet.

Standard A: #18 Standard A: #18 Move with effort, time, force, and flow.

Standard A: #19 Move in a variety of pathways.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard E: #1 Encourage others using verbal or nonverbal communication.

Standard E: #3 Participate cooperatively.

Standard E #4: Identify reasons for rules and procedures during physical activities (safety, directions, etc.)

Standard E: #5 Demonstrate respect for self and others.

Standard F: #1 Celebrate personal and group success.

Standard F: #2 Exhibit verbal and non-verbal indicators of joy.

Standard F: #4 Identify feelings resulting from challenges and successes.

Standard F: #6 Continue to participate when not successful on the first try.

Standard F: #7 Try new moves and skills willingly.

Hockey Stretches

Equipment/Set Up

◇ None

Instructions

1. Before you do the stretches, explain and discuss the importance of stretching before any sport.
2. Tell your students, "Stretching allows our muscles to loosen and have better range of motion when playing a sport."
3. Talk about the importance of warming up and cooling off your muscles (stretching) before and after you exercise.
4. Now demonstrate 10 movements that allow your body to loosen up.

1) Jumping jacks- jump up and down in an X form.	6) Lunges- walk and step one foot out at a 90 degree angle with your hands on your hips. Stand up and do the next leg.
2) Walking knee hugs- walk and hug one of your knees to your chest.	7) Squats- standing bend your legs and bring your tail bone as close to the ground as possible. Stand up and repeat.
3) Arm circles- raise your arms away from your sides and roll your arms in a circle motion.	8) Leg swings- standing move your legs forward and backwards. Switch as needed.
4) Side shuffles- face the front of the classroom and move from left to right.	9) Inchworms- start in a push up form and walk your toes up to your hands.
5) Backpedaling- walk backwards	10) Walking karaoke- like the side shuffle, you will go side to side, however, put your feet in and out of each other.

Tips/Variations

As you learn more about hockey, or are shown from your students who play, you can mix up and change the stretches.

Source

(Bekkala) This activity stems from a child that loves hockey and says that stretching is a very important part before playing. <https://bit.ly/2QIV4bD>

Alaska State Standard(s) Met

Standard A: #2 Perform non-Locomotor skills such as balancing and bending.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard E: #2 Participate cooperatively.

Standard E: #5 Demonstrate respect for self and others.

Standard F: #6 Continue to participate when not successful on the first try.

Standard F: #7 Try new moves and skills willingly.

Basketball Charades

Equipment/Set Up

- ◇ Popsicle sticks with one movement written on each (see movements below)
- ◇ Popsicle sticks with numbers 1-10

Instructions

1. Have a student pull one popsicle stick from the movement jar and another from the number jar.
2. Whatever the number stick says, do that many movements.
3. Then, have another student choose two more and continue.

Movements To Try

- ◇ Dribble with right hand
- ◇ Dribble with left hand
- ◇ Shoot a hoop
- ◇ Pass
- ◇ Cross over- cross the ball from one hand to another

Tips/Variations

You can make the numbers greater than ten if you want more challenging, or less than 5 if you want it easier.

Source

This idea originated from a young student who loves basketball.

Alaska State Standard(s) Met

Standard A: #1 Perform loco motor moves such as hopping or jumping.

Standard A: #2 Perform non-Locomotor skills such as balancing and bending.

Standard A: #3 Dribble with hands and feet.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard D: #5 Discuss the benefits of fitness.

Jump Rope

Equipment/Set Up

- ◇ One long jump rope
- ◇ Space

Instructions

1. Push tables aside in your classroom and have one student hold the end as you hold the other end.
2. Carefully turn the rope with the other student to practice your rhythm together
3. Now stop and let two to three students stand in the middle and jump when the rope is turned.
4. Anytime you stop, you can change out students.

Tips/Variations

Source

A student in my classroom who loves jump roping with friends thought of this activity.

Alaska State Standard(s) Met

Standard A: #1 Perform loco motor moves such as hopping or jumping.

Standard A: #7 Repeatedly turned jump rope.

Standard A: #18 Standard A: #18 Move with effort, time, force, and flow.

Standard C: #1 Participate in physical activity that is outside of the PE classroom.

Standard E: #1 Encourage others using verbal or nonverbal communication.

Standard E: #3 Participate cooperatively.

Standard E: #5 Demonstrate respect for self and others.

Standard E: #6 Accommodate individual differences.

Standard F: #1 Celebrate personal and group success.

Standard F: #2 Exhibit verbal and non-verbal indicators of joy.

Standard F: #4 Identify feelings resulting from challenges and successes.

Standard F: #6 Continue to participate when not successful on the first try.

Supporting Documents

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Movement Cards

Push Ups	Jumping Jacks	Squats

Basic Moves Poster

DANCE 'n Beats 21 Basic Moves



Yoga Posters

Available also [here](#).

SUN SALUTATION FOR KIDS

Look up at the sky

Stand tall with your legs hip width apart, feet facing forward, arms alongside your body. Inhale deeply, look up and reach your arms to the sky. Say, "Hello, sun in the sky!"



Pretend to be a jellyfish

Exhale, bend your upper body, reach for your toes and pretend your arms are jellyfish tentacles. Say, "Hello, jellyfish in the sea!"



Pretend to be a sand castle

Place your palms flat on the ground, inhale and step your right foot back. Keep your back flat and your chest open, pretending to be a sand castle. Say, "Hello, sand castle on the beach!"



Pretend to be a dolphin

Exhale and step your left foot back to create an upside-down V. Straighten your legs, relax your neck and look down between your legs. Imagine being a dolphin gliding through the waves. Take 5 deep breaths. Say, "Hello, dolphin in the waves!"



Pretend to be a crab

As you inhale, shift forward, drop your knees, and come to an all-fours position. Imagine you are a crab scuttling across the sand. Say, "Hello, crab on the sand!"



Pretend to be an urchin

As you exhale, sit on your heels, keeping palms flat in front of you, rest your head on the mat. Bring your arms back alongside your body and imagine being an urchin floating. Say, "Hello, urchin resting on a rock!"



Reverse the steps back to standing. Then repeat the sequence on the left side.

GARDEN YOGA FOR KIDS



Pretend to be a tree

Tree Pose: Stand on one leg. Bend the other knee and place the sole of your foot on your inner thigh. Sway like a tree in the breeze. Now the other side.



Pretend to be a frog

Squat Pose: Come down to a squat with your knees apart and arms resting between your knees. Touch your hands to the ground. Jump like a frog.



Pretend to be a seed

Child's Pose: Sit back on your heels and bring your forehead down to rest on the floor. Pretend to be a seed in the garden.



Pretend to be a butterfly

Cobbler's Pose: Sit on your buttocks with a tall spine. Bend your legs with the soles of your feet together. Flap your legs like the wings of a butterfly.



Pretend to be a flower

Flower Pose: Lift your bent legs, balancing on your sitting bones. Weave your arms under your legs, palms up. Pretend to be a flower in bloom.



Student Evaluation & Rating

Name: _____

Activity: _____

Self Evaluation

I tried my
best in the
activity.



I did not
give up!



I enjoyed the
activity I
tried today!



I had a partner
and worked
cooperatively with
them!



Rate the Activity!

I give this activity _____ star(s).



Flipbook References

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Discussion

This curriculum project was developed in order to provide kindergarten through second grade teachers with a physical activity resource they could use within their own classrooms. Furthermore, it was designed using children's agency: some the activities provided were created based off of how many children enjoy moving. This way, the project includes fun and engaging activities that children will love.

Results

The end product, the flipbook of physical activities, I feel is a great tool for teachers who want to implement more movement in their everyday classrooms. The layout of the flipbook is user friendly which allows teachers to easily flip to an activity and implement. Also, the document is set up so that it can be easily printed and distributed.

In the very beginning I was planning on three sections for the flipbook: play based activities, cooperative activities and music activities. However, going through this research process I learned that it is ok to change directions and add more pieces when in the middle of a project. After observing my classroom and other children around the building, I noticed that sports were a big part of children's lives and so I wanted to add that as a whole other section. Originally I was going to incorporate some sporty activities into the cooperation section. However, while reflecting on activities, I quickly realized many sports challenge their opponent and do not follow paired cooperation. Therefore, I ended up creating a whole additional section specifically for sports activities. This worked out much better and I feel it only added to the curriculum.

The last piece that I added into the curriculum was a student evaluation and star-rating sheet. This is an editable document that allows the teacher to modify or change the document to

best suit his or her students. One idea for this document is that the teacher can have a discussion with students and see what they think they should be evaluating about themselves. Then, the teacher can add student ideas to the document before completing an activity. That way, the evaluation tool incorporates children's agency: their thoughts and ideas included within. This tool allows teachers to see if their students are enjoying the activity and giving it their best effort.

Future Plans and Dissemination

As a final step in my project, I plan to share it with my colleagues at the school I am currently working at. I also am planning on using and sharing it at Discovery Peak Charter School in North Pole next year. At this school there will not be a PE teacher and having activities ready to use will be very beneficial to the primary teachers.

Lastly, I would also like to work with the Fairbanks North Star Borough School District and send the final project to others throughout the state who do not have a PE teacher. I have a friend who teaches in a village and at her school they do not have a PE teacher and let the students roam during PE time. These activities would allow the teachers to have easy access to activities that will get their students moving, that also align with the Alaska state standards.

Personal Reflection(s)

Personally, I learned that I am a better researcher and am much stronger than I thought. Many times I wanted to give up at the thought of not being able to do proper research on a topic. However, I feel that this project pushed me beyond my boundaries and helped me learn many things. I can do research and I can do anything I put my mind to.

I learned that I am able to do proper research given the tools. At first, this was one of my biggest fears, being able to find resources that were scholarly and within my topic of study.

However, I found that I am able to explore many ways to find great resources. I learned that UAF has an abundance of research tools that are offered to students and that are very helpful.

With my involvement in research, I now have a better understanding of how I can make my classroom a better place for students. I learned how to tune in to more of what students interests are and include them in our everyday classroom to make meaningful movement activities, which all students love. I also learned about different resources I could use when teaching PE or PA in the general education classroom that encourage children to participate. By looking closely to the Alaska State Standards, I now know what is expected of teachers and how to best put the standards into practice.

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